

Creating Excellent Classroom Presentations

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Classroom Behavior Management Tricks

Make your expectations clear

Proximity

Re-state the rule

Control the environment

Secret word

Broken record

Private discussion

Give choices

Managing Agitated behavior*

Signs of agitation

- darting eyes
- non-conversational language
- busy hands
- moving in and out of groups
- starting and stopping activities
- moving around the room
- staring into space
- subdued language
- contained hands
- lack of interaction and involvement in activities
- lack of responding
- avoidance of eye contact

Techniques for managing agitation

teacher support	Communicate that you recognize student is having a problem.
space	Provide the student with an opportunity to have some isolation from the rest of the class.
Choices	Give the student some choices or options.
Preferred activities	Allow the student to engage in a preferred activity for a short period of time to help them focus.
Teacher proximity	Move near or stand near the student.
Independent activities	Engage the student in independent activities to provide isolation.
Movement activities	Use activities and tasks that require movement such as errands, cleaning the chalkboard, distributing papers.
Involving the student	Where possible involve the student in the plan. In this way, there is more chance of ownership and generalization to other activities.

- *from Geoff Colvin's work*

Kick Butt Quiz Show

- ___ 1. Nicotine from an inhaled cigarette reaches the brain faster than from an intravenous injection.
- ___ 2. The majority of today's adult smokers began smoking after age 16.
- ___ 3. An injection of one drop of nicotine will make the average-sized woman or man sick within a few minutes.
- ___ 4. Fires due to smoking are the second-leading cause of fatal home fires.
- ___ 5. Nicotine gives a person wrinkles and cold hands.
- ___ 6. The tobacco industry spends about 1 million dollars per day on advertising.

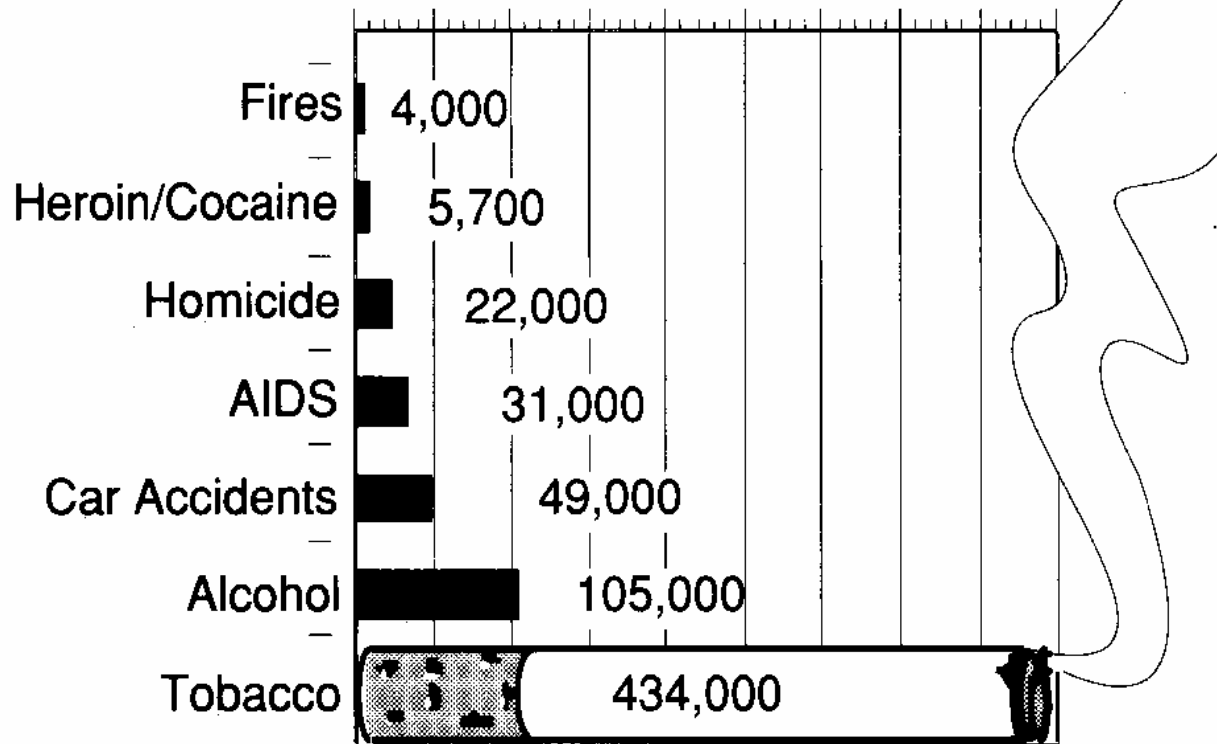
Adapted by Bob Conroy

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Number of Deaths in the U.S. Each Year due to Various Causes



Alphabet Trick

1. Pick a number between 1 and 10
2. Multiply by 2
3. Add 8
4. Divide by 2
5. Minus your original number
6. Select a number of the alphabet that corresponds to your number
7. 1-A 2-B 3-C 4-D 5-E 6-F 7-G 8-H 9-I 10-F
8. Then pick a country that begins with that letter
9. Then move one letter higher and think of an animal that begins with that letter
10. Then think of the color of that animal

Rope trick

Hand cuffs

Different ways to split into groups

1 -

2 -

3 -

4 -

5 -

6 -

Traffic Jam



Though participants may want to give up, there is a solution to this puzzle. The physical set-up can be arranged with almost any objects, such as carpet squares, sheets of paper, masking tape boxes or paper plates. Eight people are used, though six works (three on a side). If you have odd numbers, use a stuffed animal or the group leader to fill in.

Instructions: To begin, one group stands on the places to the left of the middle square, the other group stands to the right. Both groups face the middle of the unoccupied square. Using the following moves, people on the left side must end up on places on the right side, and vice versa.

Illegal moves:

Any move backwards

Any move around someone facing the same way you are; i.e., you are looking at their back

Any move which involves two people moving at the same time.

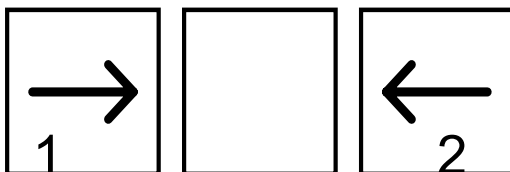
Any move passing more than one person

Legal moves:

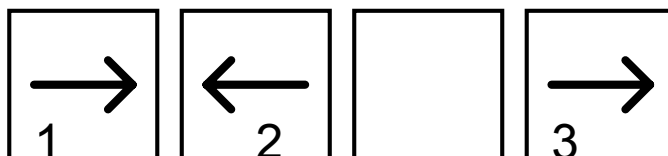
A person may move into an empty space in front of him or her

A person may move around a person who is facing him into an empty space

Examples:



Here, 1 or 2 may move into the empty space



Here, 1 may move into the empty space because two people are facing each other

- This game is adapted from *Silver Bullets* by Karl Rohnke

Group Juggle

- Goals:**
- ▶ Increase teamwork
 - ▶ Encourage reflection and discussion about things that interfere

Description: This fun activity is meat-and-potatoes in the menu of team-building activities as students learn how to juggle as a group, not as individuals.

Directions: First, the basic form: Split students up into groups of 8 – 8. Ask students to stand in a circle, arm's length apart. Take one of the six or so juggle toys placed at your feet and toss it to someone across the circle. This group member then tosses it to someone else. Continue this random pattern—each time tossing it to someone who has not yet caught it—until you reach the last person, who then tosses the toy back to you. This completes one cycle. Practice this several times **each time following the same pattern**.

Once the group is comfortable with this process, begin again. This time, after you toss out the first toy, pause a few seconds and then toss out the second toy, and then the third, etc. See how many toys the group can juggle successfully.

Variations for seasoned jugglers:

Juggle Problems. Ask students to think of the issues that bring them to group and write these on sheets of paper. Stand in a circle, read the sheets of paper out loud, crumple them into balls and juggle away.

One Person Out. Before the activity, privately ask a student to mess up the group juggle (throw to the wrong person, toss toys too high). Then, when the group juggle activity falls apart, process the activity by asking what happens to the rest of the group when one person doesn't do his or her part.

In the Center. First, group juggle a bit, then ask one person to stand in the center of the circle and add these guidelines: We must juggle as many toys as before and we must follow the same pattern, but every toy must pass through the person in the center as it is traveling through the circle. After the meltdown, begin a discussion about control issues or being the center of attention.

Challenges. Go for speed, or for the maximum toys the group can juggle without dropping any.

This activity, besides being fun, is about creating teachable moments. Group juggle serves as a metaphor for other pro-social behaviors such as one person talking at a time, everyone must participate for the group to be successful or looking at group members when they speak. With this in mind, spend as much group time talking as you do juggling.

Other activities

Light Switch:

Magnetic Pencil:

Chosen Objects:

_____:

_____:

Resources

Cooperative Learning in the Classroom. 1994. ASCD. 703/549-9110.

Conducting Support Groups: A Guide for Educators and Other Professionals. By Martin Fleming, Minneapolis: Johnson Institute, 1993.

More New Games by Andrew Fluegelman, Doubleday, 1981.

Silver Bullets by Karl Rohnke, Kendall/Hunt Publishing, 1984.

Working with Bullies and Victims in Support Groups. By Martin Fleming, Seattle, For KidSake Press, 2002

101 Support Groups Activities Series. By Martin Fleming, Minneapolis: Hazelden, 1994.

For more information about classroom activities, workshops, bully surveys or student retreats,



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